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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Play and playgrounds—Social aspects of education—Child welfare—Religious education—Manual and vocational training—Vocational guidance—Agricultural education, Home economics—Professional education—Civic education—Schools for maimed soldiers—Education of women—Negro education—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

NOTE.

This office can not supply the publications listed in this bulletin other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

1275. **Louisiana conference of State and parish school officials.** Proceedings . . . annual conference held at Baton Rouge, La., July 16–17, 1917. 71 p. 8°. (Louisiana State department of education. Educational bulletin, vol. 2, no. 9, July 1917.)

Contains: 1. J. G. Ray: School attendance, p. 26–29. 2. T. H. Harris: School revenues, p. 33–40. 3. J. E. Coxe: School revenues, p. 41–45. 4. L. E. Thomas: School revenues, p. 45–49. 5. W. R. Dodson: The place of the agricultural extension work as part of the educational activities of the university, p. 50–54. 6. W. M. Dollerhide: The development of rural high schools, p. 63–67

1276. Sierra educational news, vol. 13, no. 9, September 1917. (N. E. A. number)

Contains: 1. W. G. Bruce: Educational journalism, p. 315–17. 2. D. R. Augsburg: Drawing in public school education, p. 318–23. 3. Educational forecast. Selections from significant utterances, p. 324–36. 4. What Californians say of the Portland meeting, p. 337–42. 5. A. H. Chamberlain: The Portland meeting summarized, p. 343–47.

EDUCATIONAL HISTORY AND BIOGRAPHY.

1277. **Lumet, Louis.** . . . Les écoles en 1792 et en 1914–1917. Paris, E. de Boccard, 1917. 79 p. illus., plates. 16°.

Also published in English under title The schools of France in 1792 and 1914–1917.

1278. **Peery, R. B.** Luther's influence in education. Education, 38: 30–35, September 1917.

Sums up Luther's contributions to modern education under the following headings: 1. Duty of the state to educate its citizens. 2. Universal education. 3. Compulsory common school attendance. 4. Practical education. 5. A broad and rich curriculum. 6. Better educational methods.

CURRENT EDUCATIONAL CONDITIONS.

1279. **Bolton, Frederick E.** Maintenance of standards in all schools as a necessary element of preparedness. School and society, 6: 301–7, September 15, 1917.

Delivered before the general sessions of the National education association, Portland, Oreg., July 11, 1917.

Education and the war. The task of education in all grades of our schools.

1280. **Bovingdon, John.** Education and custom in Japan. School and society, 6: 211–14, August 25, 1917.

1281. **Branford, Benchara.** Janus and Vesta; a study of the world crisis and after. London, Chatto & Windus, 1916. xviii, 316 p. 12°.

An essay dealing on the educational side with the movement toward ultimate world unity.

Contains: 1. The idea of a world university, p. 28–36. 2. A survey of the evolution of universities throughout the world, p. 54–127. 3. The new humanist, p. 128–55. 4. Secular and sacred knowledge, p. 156–83. 5. Science and occupation, p. 184–212.

1282. **Canfield, Dorothy.** Observations on French schools. Century magazine, 94: 657–64, September 1917.

Says that in the organization of the typical large modern school, the French have bestirred themselves to secure the accurate distribution into the right holes of both round and square human pegs.

1283. **Dickson, Margaret A. L.** Visiting the Gary schools. Educator-journal, 18: 15–18, September 1917.

1284. **Hanus, Paul H.** The German system of education. Western teacher, 26: 10–12, September 1917.

A letter showing that the German system of education is wholly unsuited to American schools and directly at variance with American ideals.

1285. **Hardy, Georges.** Une conquête morale: l'enseignement en A. O. F. Paris, A. Colin, 1917. 356 p. 12°.

Author is inspector of education in French West Africa (Afrique Occidentale Française).

1286. **Kendall, Calvin N.** The schools and the war. Educational bulletin (Trenton, N. J.) 4: 4–7, September 1917.

The duties and obligations of the teacher in regard to the war.

1287. **McKee, Joseph V.** The anomaly of modern education. Catholic world, 105: 721–31, September 1917.

Criticises the modern system of education, especially scientific instruction in public schools. Writer says that content studies engage the attention of educators and disciplinary studies are being thrust aside.

1288. **McMurry, Frank.** Educational tendencies. School, 29: 4, September 6, 1917.

Reprinted from New York Evening Post.

1289. **Moxon, Stefan.** Reconstruction in Spain: an educational effort. Contemporary review, 112: 206–12, August 1917.

Discusses the rapid progress of the educational reform movement in Spain, which has assumed national dimensions during the course of a decade.

1290. **Paeuw, L. de.** L'école belge, la guerre et l'après-guerre. Revue pédagogique, 70: 615–33, June 1917.

Read at a conference of the Ligue de l'enseignement, May 18, 1917. The author describes the means employed in Belgium and among the refugees in other countries to continue the education of the Belgians, including the industrial education of wounded soldiers.

1291. **Port, Étienne.** Nos enfants serbes. Revue pédagogique, 70: 545–64, June 1917.

Describes the arrangements made at the expense of the French Government for furnishing refuge and education to the Serbian exiles.

1292. **Seerley, Homer H.** The obligations and the opportunities of the schools during the war. Midland schools, 32: 15–16, September 1917.

Discussion before the National council of education, Portland, Oreg., July 7, 1917.

1293. **Sellers, Edith.** Education in Copenhagen. Nineteenth century, 82: 379–91, August 1917.

Praises the educational system of Denmark, which is compulsory. Methods of teaching; sorting out the exceptionally clever children from the less gifted ones described. Writer says: "This sifting and sorting of school children, to insure the best that can be done being done for each one of them, is the distinguishing feature of the Copenhagen educational system."

1294. **Wells, George R.** Comparison of German and American schools. National association of corporation schools bulletin, 4: 34–42, September 1917.

Why the American system of education is superior—The German system produces a technically trained citizen without initiative, but venerating authority—War a natural result of Teuton idea of systematizing subservience.

"This article was originally published in the New York Times magazine and is reproduced because of its clearness and detailed description of the German educational system and the results of such a system."

EDUCATIONAL THEORY AND PRACTICE.

1295. **Aley, Robert J.** Cooperation in education. School and society, 6: 31–35, July 14, 1917.

Address of the president of the National education association, Portland, Oreg., July 9, 1917.

Also in Moderator-topics. 38: 21–22, September 13, 1917.

1296. **Bovet, Pierre.** L'instinct combatif: psychologie—éducation. Paris, Librairie Fischbacher s. a. [etc., etc.] 1917. 323 p. 16°.

1297. **Fichandler, Alexander.** What should the common school teach? School and society, 6: 214–18, August 25, 1917.

The writer claims that the place for specialized training is beyond the elementary school, perhaps even beyond the high school.

1298. **Holmes, Edmond.** The real basis of democracy. Nineteenth century, 82: 301–25, August 1917.

Discusses the reform movement in education; the spread of the democratic spirit among the young; freedom for self-development, etc. Criticises the feudalized education of England.

1299. **Mageean, D.** The ultimate aim of education. Catholic educational association bulletin, 13: 5–14, August 1917.

Reprinted from the Irish ecclesiastical record.

Discusses the vocational view, the cultural aim, the development aim, the social-efficiency aim, etc.

1300. **Nutting, H. C.** Two phases of mental discipline. School and society, 6: 261–63, September 1, 1917.

Discusses the article by Dr. Flexner in the Atlantic monthly for April 1917, especially his theories in regard to interest and mental discipline.

1301. **Rapeer, Louis W.**, *ed.* Teaching elementary school subjects. New York, C. Scribner's sons [1917] 576 p. illus. 8°.

Contains: Chapter 1, The educative process, by L. W. Rapeer; Chapter 2, The kindergarten and the elementary school, by Patty Smith Hill; Chapters 3–22, each on a particular subject of the curriculum by a specialist in that subject; Chapter 23, Measuring results of teaching, by C. W. Stone; Chapter 24, Prospective elementary education, by John Dewey.

1302. **Shorey, Paul.** The bigotry of the new education. Nation, 105: 253–56, September 6, 1917.

A refutation of the views expressed in Randolph Bourne's book, Education and living.

1303. **Sisson, E. O.** National education and world polity. Oregon teachers monthly, 22: 7–12, September 1917.

The part education must play in making men and nations, and a world which shall be war-proof.

1304. **Wiley, Roy A.** Educational ideals and the eight-hour day. American education. 21: 18–20, September 1917.

A plea for training for leisure as well as training for vocation, a plea for a broader outlook, an ideal that is not limited to eight hours but will include the whole twenty-four.

CHILD STUDY.

1305. **Copp, Owen.** State organization for mental hygiene. Journal of the American medical association, 59: 606–10, August 25, 1917.

Duties of a board of mental hygiene described. Of interest to educators.

1306. **Kirkpatrick, Edwin A.** Fundamentals of child study. New ed., rev. New York, The Macmillan company, 1917. 380 p. 12°.

1307. **Thorndike, Edward L.** Magnitude and rate of alleged changes at adolescence. Educational review, 54: 140–47, September 1917.

The writer says that of the twelve matters studied, only interest in vocations, friendship, reforming zeal, and love of solitude are specially characteristic of adolescence.

EDUCATIONAL TESTS AND MEASUREMENTS.

1308. **Allen, John S.** Surveys for small school systems. School and home, 9: 5–6, September 1917.

1309. **Briscoe, George A.** Some standards. Oregon teachers monthly, 22: 25–30, September 1917.

Standards of health, professional and teaching standards, and standards of service in the schoolroom.

1310. **Brownell, Baker.** A criticism of recent attempts to measure language ability. School review, 25: 495–503, September 1917.

Says the whole matter of language scales is complex. Further progress depends to a great extent on an analysis of the term language ability.

1311. **Buswell, Guy T.** Educational measurement department. Middle-west school review, 10: 10–11, September 1917.

First in a series of ten short articles giving a brief survey of the educational measurement movement as it is of interest to elementary school teachers. This first paper deals with the importance and reliability of school marks.

1312. **Counts, George S.** Arithmetic tests and studies in the psychology of arithmetic. Chicago, Ill., The University of Chicago press [1917] 127 p. tables, diagrs. 12°. (Supplementary educational monographs pub. in conjunction with the School review and the Elementary school journal. vol. 1, no. 4. Whole no. 4. August 1917)

1313. **Goddard, Henry H.** Mental tests and the immigrant. Journal of delinquency, 2: 243–77, September 1917.

A study of six small highly selected groups, four of "average normals" and two of apparent "defectives," all of them steerage passengers arriving at Ellis Island.

1314. **Haggerty, M. E.** Measurements and diagnosis as aids to supervision. School and society, 6: 271–85, September 8, 1917.

For the purpose of this article the writer has chosen the composition problem.

1315. **Lewis, E. E.** Tentative vocabulary tests for first-year Spanish. Midland schools, 32: 6–8, September 1917.

Describes a preliminary attempt to create a scientific device for testing efficiency in the acquisition of a vocabulary in Spanish.

1316. **Mahoney, John J.** Standards in English. Yonkers-on-Hudson, N. Y., World book company, 1917. 198 p. 16°.

1317. **Tuxford, A. W.** A measure of physical development in school children. School hygiene (London) 8: 65–69, June 1917.

The purpose of the test is to show the relation between the stage of development reached by a child, or a group of children, and the normal stage for the same age or ages.

SPECIAL METHODS OF INSTRUCTION.

1318. **Cushing, Sumner W.** Motion pictures in Massachusetts normal schools. Vision, 3: 13–20, July 1917.

Embodies the accumulated experiences of over two years of work with motion pictures both as a teacher and as an operator at the State normal school at Salem, Mass.

1319. **Lull, Herbert G.** The problem method of instruction and its probable correlation in library service and administration. Library journal, 42: 683–85, September 1917.

Abridged from a paper read before the Library department, National education association, Portland, Oreg., July 11, 1917.

Problem instruction requires the pupil to seek information from a variety of sources, of which the library is one of the most important. Writer discusses how the necessary library facilities may best be supplied.

SPECIAL SUBJECTS OF CURRICULUM.

1320. **Breslich, E. R.** Review of recent literature on secondary-school mathematics. School review, 25: 520–26, September 1917.

The articles have been classified as follows: The educational value of high-school mathematics, improvement of methods, arrangement of the content of a course in high-school mathematics, means of developing skill in mathematics, means of arousing greater interest in the study of mathematics, and new text-books.

1321. **Catty, *Miss* N.** The value of modeling in the early teaching of geography. Geographical teacher (London), 9: 25–31, 1917.

1322. **Cavins, Elmer W.** Teaching the use of the dictionary. School news and practical educator, 31: 4–7, September 1917.

1323. **Cleven, N. Andrew N.** Latin American history in our secondary schools. History teacher's magazine, 8: 219–22, September 1917.

Paper read before the Social science section of the Los Angeles teachers' institute, December 22, 1916.

1324. **Cook, Iris Hibbard.** Public school music methods. Atlantic educational journal, 13: 42–49, September 1917.

Part I: First year.

1325. **Crathorne, A. R.** Required mathematics. School and society, 6: 6–17, July 7, 1917.

Paper read at the fourteenth annual conference of Kansas high schools and academies, March 16, 1917.
Required mathematics in the high school.

1326. **Cunningham, William H.** Grammar as a school study. Education, 38: 18–27, September 1917.

Shows how grammar, as a school subject, is losing favor. Contends that careful study of real English grammar is vitally necessary in our public schools.

1327. **Daly, Charles A.** Teaching commercial geography. Journal of geography, 16: 7–14, September 1917.

Discusses the textbook; laboratory; laboratory manual; maps, globes, and models; moving pictures, lantern slides, and opaque projection work; museum; library; visiting or field work; and the teacher.

1328. **Diebel, Amelia,** *and* **Sears, Isabel.** A study of the common mistakes in pupils' written English. 14 p. 8°.

Preprinted from the Elementary school journal, vol. 18.
An investigation of the written work of Cincinnati school children made in the seminar of Prof. Cyrus D. Mead, College for teachers, University of Cincinnati.

1329. **Eichmann, Andrew E.** Shall technical grammar be retained in the elementary schools? Journal of education, 86: 179–81, August 30, 1917.

1330. **Freese, Theron.** The teaching of sociology in high schools. *In* Studies in sociology; published by the Southern California sociological society, University of Southern California, Los Angeles, Cal. vol. 2, no. 1, September 1917. p. 1–14.

1331. **Handschin, Charles H.** The study of German during the war. School and society, 6: 253–56, September 1, 1917.

Considers the objections to the teaching of German in the schools and shows the attitude France, England, and Germany have taken toward this question of studying the language of the enemy.

1332. **Hartman, Carl.** Some practical suggestions about the introduction of general science. Texas school journal, 35: 21, 23, September 1917.

1333. **Hobson, Elsie Garland.** Cooperation between ancient history and English. School review, 25: 480–87, September 1917.

Gives the plan of work adopted by the Mary C. Wheeler school, Providence, R. I., for connecting the work in ancient history with the English course.

1334. **Hollister, R. O. T.** Faculty judging. Quarterly journal of public speaking, 3: 235–41, July 1917.

To what extent should teachers of public speaking judge their local contests in oratory and debate.

1335. **McManis, John T.** History of reading in the elementary school, 1875–1900. Educational bi-monthly, 11: 335–55, April 1917.

Fourth paper in series.

1336. **Muttkowski, Richard A.** Science, specialization and the classics. America, 17: 489–92, August 25, 1917.

The value of the classics in education.

1337. **Super, Charles W.** Foreign languages in our public schools. Education, 38: 42–51, September 1917.
Says that "if our young people are to study a foreign tongue that has both a practical and a literary value the primacy belongs easily to Latin."

KINDERGARTEN AND PRIMARY SCHOOL.

1338. **Brinkerhoff, George I.** Aims in primary reading. Education, 38: 36–41, September 1917.
Discusses the development of rapid reading through the sentence and word methods. Says that oral reading is overdone, while silent reading occupies too insignificant a place in most elementary schools.

1339. **Mizuno, Tsunekichi.** The kindergarten in Japan, its effect upon the physical, mental and moral traits of Japanese school children. Boston, The Stratford co., 1917. 62 p. 16°.

1340. **Moore, Annie E.** Report of the International kindergarten union committee on minimum essentials in kindergarten and primary grades. Kindergarten and first grade, 2: 283–90, September 1917.

1341. **Naudy, N.** L'organisation pédagogique des écoles primaires élémentaires. Revue pédagogique, 70: 608–14, June 1917.

RURAL EDUCATION.

1342. **Bricker, Garland A.** The rural school grounds. Nebraska teacher, 20: 11–13, September 1917.
First in a series of ten articles on rural education for teachers.
Also published in a number of other educational journals.

1343. **Clopper, Edward N.** Causes of absence from rural schools in Oklahoma. Child labor bulletin, 6: 90–113, August 1917. illus.
Results of a study made in the spring of 1917.

1344. **Littlepage, Louella.** Project women and their interests. Reclamation record, 8: 412–15, September 1917.
Rural schools and the county fairs.

1345. **Rubinow, S. G.** The community fair—a factor in rural education. School and society, 6: 96–101, July 28, 1917.

1346. **Watkins, R. H.** President's address. Thirty-second annual meeting, Mississippi teachers' association, Columbus, Miss., May 1917. 8 p. 8°.
Education of rural children in Mississippi. The writer advocates an all-year school term, compulsory military training, etc.

1347. **Winans, Richard M.** In the middle of the road. Mother's magazine, 12: 922–24, 997, October 1917. illus.
Bad roads and the country school.

SECONDARY EDUCATION.

1348. **Colvin, Stephen Sheldon.** An introduction to high school teaching. New York, The Macmillan company, 1917. xxi p., 1 l., 451 p. 12°.
"Selected bibliography": pp. 383–94.

1349. **Grady, G. Otto.** The junior high school. What is it? Why is it? Where will it lead us? Ohio educational monthly, 66: 393–97, September 1917.

1350. **Hollister, H. A.** Standardization of high schools. School and home education, 36: 284–85, 37: 5–6, June, September 1917.
Why should we attempt to standardize high schools.

1351. **James, Alice M.** Scientific program-making in the Central high school of Grand Rapids, Michigan. School review, 25: 504–11, September 1917.
A plan by which the schedules for an entire school of over 1,300 students are made out in about four hours.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1352. **Adams, John.** The teacher and his masters. Contemporary review, 112: 171–77, August 1917.
Activities of the Workers' educational association of England.

1353. **Brown, H. A.** The readjustment of the State normal school. School and society, 6: 181–95, August 18, 1917.
Address before the Scholia club, Boston, Mass., January 25, 1917.

1354. **Crabbe, J. G.** How far should the principles of standardization be followed by the normal schools? School and society, 6: 126–31, August 4, 1917.
Read before the Department of normal schools of the National education association, Portland, Oreg., July 11, 1917.

1355. **Cummins, Robert A.** Individual differences in a normal school class. Psychological review, 24: 403–12, September 1917.
Based on data obtained in connection with an advanced course in educational psychology given at the Bowling Green, Ohio, State normal college during the summer session, 1916.

1356. **Finegan, Thomas E.** Teacher training agencies. A historic review of the various agencies of the state of New York employed in training and preparing teachers for the public schools of the state. Albany, The University of the state of New York, 1917. 439 p. plates, ports. 12°.
Volume 2 of the eleventh annual report of the State department of education.

1357. **Haight, Elizabeth Hazelton.** Pleasant possibles in lady professors. Journal of the Association of collegiate alumnae, 11: 10–17, September 1917.
Emphasizes the problems of the lady professor.

1358. **Martel, Félix.** Les inspecteurs primaires dans les écoles normales. Revue pédagogique, 70: 596–601, June 1917.
Discusses the rights and duties of the primary inspectors in relation to normal schools.

1359. Men or women teachers—which? Education, 38: 28–29, September 1917.
By an ex-school officer. The need of men teachers and how to secure them.

1360. **Rousseau, Loussene G.** Voice training in normal schools. Quarterly journal of public speaking, 3: 210–17, July 1917.
The need of voice training in normal schools, first, to correct the defects of the students' voices, and, second, to give them practice in the diagnosis and correction of speech defects in children.

1361. **Santee, A. M.** The organization and administration of practice teaching in state normal schools. School and home education, 37: 8–13, September 1917.
A paper prepared for the seminar in normal school problems, University of Illinois, School of education, spring of 1917.
The present study is based upon replies received from 70 state normal schools representing 35 states.

1362. **Weber, S. E.** The after-training of teachers in city schools. American school board journal, 55: 29, 82, September 1917.
"This paper was read before the 'Pennsylvania schoolmen's week,' University of Pennsylvania, April 12, 1917."

1363. **Wilkins, Lawrence A.** The modern language teacher of superior merit. Bulletin of high points in the teaching of modern languages in the high schools of New York City, no. 3: 1–3, June 1917.
The qualities and abilities that a modern language teacher of superior merit should possess.

1364. **Wisconsin. Department of education.** The training of teachers for the country schools of Wisconsin. Prepared by Annie Reynolds, state supervisor of teacher training. Madison, Wis., 1917. 72 p. 12°.

HIGHER EDUCATION.

1365. **Blodgett, Frederick H.** "Snap courses" in college: agriculture vs. engineering. School and society, 6: 92–96, July 28, 1917.

1366. British universities and the war. A record and its meaning. London, The Field & Queen (H. Cox) ltd., 1917. 88 p. front., illus., plates, ports. 12°.

1367. **Butler, Nicholas Murray.** Is American higher education improving? Educational review, 54: 177–83, September 1917.

Written for The Youth's companion of June 21, 1917. Reprinted by permission.
Discusses Greek, Latin, and mathematics, and extension teaching. Says in conclusion: "In spite of the obvious grounds of criticism, higher education is improving in the United States."

1368. **Capen, Samuel P.** College "lists" and surveys published by the Bureau of education. School and society, 6: 35–41, July 14, 1917.

Address delivered before a joint meeting of the Southern association of college women and the Association of collegiate alumnae, Washington, April 12, 1917.

1369. **Cuthbert,** *Father.* Catholics at Oxford. Catholic world, 105: 807–15, September 1917.

Growth of Catholic life at Oxford university, England. Sketch of Cardinal Newman's career at Oxford.

1370. **Greenlaw, Edwin.** The university crisis, and a way out. Nation, 105: 256–59, September 6, 1917.

Declares that under present conditions the best service which the universities can render will consist in widening and intensifying their extension teaching. The university instructors should assume leadership and direction of popular study throughout the community of subjects forming a foundation for a clearer understanding of Americanism and American ideals.

1371. **Haggerty, M. E.,** *and* **Thomas, J. M.** Preliminary study of the reading attainments of college freshmen. School and society, 6: 230–38, August 25, 1917.

1372. **Harper, Carrie Anna.** Ineffective teaching in college: its causes and remedies. Journal of the Association of collegiate alumnae, 11: 1–10, September 1917.

1373. **Kitson, H. D.** Psychological measurements of college students. School and society, 6: 307–11, September 15, 1917.

Gives the main features and the advantages of a plan used at the University of Chicago in measuring students.

1374. **Knight, M. M.** "World vision"—one reason why our college students do not have it. School and society, 6: 285–88, September 8, 1917.

Says "Students are disappointingly narrow in vision because their historical training is almost absolutely worthless."

1375. **Lange, Alexis F.** The junior college as an integral part of the public-school system. School review, 25: 465–79, September 1917.

An address given at the conference of the University of Chicago with secondary schools, April 10, 1917.
The writer's conclusions are evolved mainly from a consideration of junior college conditions in California. He believes that the junior college will be accepted by the nation and will be wholesomely developed as an integral part of the system of public education.

1376. **Maugain, Gabriel.** Les universités italiennes et la guerre. Revue internationale de l'enseignement, 37: 94–103, March–April 1917.

1377. **Meiklejohn, Alexander.** Fiat justitia—the college as critic. Harvard graduates' magazine, 26: 1–14, September 1917.

Address before the Harvard chapter of Phi beta kappa, June 18, 1917.
The nature of the college of liberal arts, its aims and its problems.

1378. **Nutting, P. G.** Organized knowledge and national welfare. Science, n. s. 46: 247–52, September 14, 1917.

Abstract of an address given April 9, 1917, to the Associated engineering societies of Worcester.

Discusses the function of organized knowledge, its increase, and its practical application.

1379. **Powell, Lyman P.** The colleges in war time. The outlook for America's higher institutions this autumn. American review of reviews, 56: 297–99, September 1917.

1380. **Seymour, M. F.** The foreign student in the United States. Educational review, 54: 128–39, September 1917.

The lessons we may learn from the foreign students in our universities.

1381. **Talbert, E. L.** Tendencies in the requirements for admission to Ohio colleges. School and society, 6: 66–72, July 21, 1917.

A report to the annual meeting of the Ohio college association, April 6, 1917.

1382. **Williston, Samuel W.** The future of the Sigma Xi. Science, n. s. 46: 147–52, August 17, 1917.

An appreciation of the Greek letter fraternity, Sigma Xi, which was established to recognize the claims of science in a liberal education. An address delivered to the initiates of the Yale chapter, April 2, 1917.

SCHOOL ADMINISTRATION.

1383. **Deffenbaugh, W. S.** Effective and economical supervision in the smaller city. North Carolina education, 12: 8, September 1917.

1384. **Ellis, Horace.** A letter from state superintendent Ellis to the new county superintendents. Educator-journal, 18: 12–14, September 1917.

Some advice to men who are about to assume the duties of county superintendent.

1385. **Horner, Harlan Hoyt.** The inspection of each subject by a specialist. School and society, 6: 241–49, September 1, 1917.

An address before the National association of high school supervisors and inspectors at Kansas City, Mo., on February 28, 1917, in connection with the meeting of the Department of superintendence of the National education association.

Tells of the work of the specialists in high school inspection in New York State.

1386. **Martin, A. S.** Inequalities in school costs. American school board journal, 55: 18, 82, September 1917.

Analyzes statistics which are based on data gathered by the author and approved by the presidents of the school boards and the superintendents of schools in the respective cities.

1387. **Monroe, E. F.** Village school record systems. Middle-west school review, 10: 19–20, 32–35, June, September 1917.

The writer says that "A 'businesslike' record system in the office of a village superintendent should include the following portfolios: (1) Supervision, (2) Budget, (3) Equipment, (4) Class final records, (5) Pupils' final records, and, (6) School history."

1388. **Pearse, C. G.** A principle of school administration. School and society, 6: 123–26, August 4, 1917.

Read before the Department of school administration of the National education association, Portland, Oreg., July 11, 1917.

Emphasizes the need for good feeling and harmony between the board of education and the teachers.

1389. **Shorrock, E.** Some unsolved problems in school administration. American school board journal, 55: 19–20, September 1917.

This paper constituted the basis of an address before the Department of school administration, National education association, Portland, Oreg., July 11, 1917. "A later speaker before the Department aptly spoke of it as a complete outline of principles for a city school code."

1390. **Talbert, Wilford E.** Efficiency in State school systems. National municipal review, 6: 585–90, September 1917.

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1391. **Theisen, William Walter.** The city superintendent and the board of education. New York city, Teachers college, Columbia university, 1917. ix, 137 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 84)

Bibliography: p. 133–37.

SCHOOL MANAGEMENT.

1392. **Beery, Ray C.** Practical school discipline. Applied methods, Parts I and II. Pleasant Hill, O., International academy of discipline, 1917. 2 v. 16°.

1393. **Carden, Arthur M.** The control of student activities. Education, 38: 14–17, September 1917.

A plan of student government with faculty supervision which has been in operation for six years in one of the largest high schools of the West.

1394. **Grunberg, Alfred.** Saves thoughtless youngsters from disgrace. American magazine, 84: 53–54, October 1917.

Aaron I. Dotey of the De Witt Clinton high school, New York, and his squad for maintaining order in the school.

1395. **Hall-Quest, Alfred L.** Curriculum thinking. Educational review, 54: 109–17, September 1917.

The demands of American life upon education and its results in curriculum schemes.

1396. **Lucas, James Oscar.** Tardiness. Progressive teacher, 23: 40, September 1917.

1397. **Maxwell, G. E.** The grading of students. School and society, 6: 113-18, July 28, 1917.

Grading at the Winona state normal school, Winona, Minn.

SCHOOL ARCHITECTURE.

1398. **Ittner, William B.** School building policies and the war, and standardization of school buildings. American school board journal, 55: 23–24, September 1917.

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1399. **Veal, C. B.** Schoolhouse heating and ventilation. A valuable study of methods and requirements as based on the Indiana law. American school board journal, 55: 31, 70–73, September 1917; 28, 76–78, October 1917.

SCHOOL HYGIENE AND SANITATION.

1400. **Averill, Lawrence Augustus.** Hygiene in the normal school curriculum. American journal of school hygiene, 1: 122–26, September 1917.

Gives the course in educational hygiene which is given at the State normal school at Worcester, Mass.

1401. The Bernard street open-air school in Glasgow. School hygiene (London) 8: 53–58, June 1917.

An illustrated popular article.

1402. **Clark, Taliaferro.** The physical care of rural school children. American school board journal, 55: 40, September 1917.
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1403. **Devine, William H.** Medical inspection in Boston public schools. American journal of school hygiene, 1: 117–21, September 1917.

1404. **Everett, *Mrs.* A. E.** Sight-saving education in the myope school. School hygiene (London) 8: 70–76, June 1917.

1405. **Lewis, C. D.** Health instruction in the elementary grades. Southern school journal, 28: 16–20, August 1917.
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1406. **Starch, Daniel, *and* Ash, I. E.** The mental work curve. Psychological review, 24: 391–402, September 1917.
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1407. **Struthers, Lina Rogers.** The school nurse. New York and London, G. P. Putnam's sons, 1917. 293 p. front., plates, fold. tables. 16°.
A survey of the duties and responsibilities of the nurse in the maintenance of health and physical perfection and the prevention of disease among school children.

PHYSICAL TRAINING.

1408. **G., J.** La question de la culture physique dans l'enseignement secondaire. Revue universitaire, 26: 95–99, July 1917.
Emphasizes the necessity for physical education as evidenced by conditions made apparent by the war.

PLAY AND PLAYGROUNDS.

1409. **Sherburne, Ruth.** The school playground. Playground, 11: 320–28, September 1917.
The need for organized play, the equipment, play leadership, games, etc.

SOCIAL ASPECTS OF EDUCATION.

1410. **Dykema, Peter W.** The relation of schools and colleges to community music. Playground, 11: 305–13, September 1917.
Extracts from a paper read before the National conference on community music, New York City, May 31, 1917.

1411. **Hacker, L. W.** Social side of school life in Durand community center. School and home education, 37: 14–18, September 1917
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1412. **Smith, Walter Robinson.** The value and scope of educational sociology. School and society, 6: 41–47, July 14, 1917.

CHILD WELFARE.

1413. **U. S. Children's bureau.** Summary of child-welfare laws passed in 1916. Washington, Government printing office, 1917. 74 p. 12°. (Miscellaneous series no. 7. Bureau publication no. 21.)

RELIGIOUS EDUCATION.

1414. **Diffendorfer, Ralph E.** Missionary education in home and school. New York, Cincinnati, The Abingdon press, 1917. 407 p. 16°.

1415. **Peabody, Francis Greenwood.** The religious education of an American citizen. New York, The Macmillan company, 1917. 214 p. 16°.

1416. **Sneath, E. Hershey.** Religious training in the school and home; a manual for teachers and parents; by E. Hershey Sneath, George Hodges, and Henry Hallam Tweedy. New York, The Macmillan company, 1917. 341 p. 12°.

1417. **Winchester, Benjamin S.** Religious education and democracy. New York, Cincinnati, The Abingdon press, 1917. 293 p. 12°.

1418. **Yale, Caroline A.** Religious instruction. American annals of the deaf, 62: 344–52, September 1917.

The problem which confronts those who are responsible for the religious instruction of the deaf child.

MANUAL AND VOCATIONAL TRAINING.

1419. **Bean, C. Homer.** Psychological factors in vocational education. Educational review, 54: 148–63, September 1917.

Says that vocational education, if successfully introduced, will test every subject of instruction, and will eradicate every item that does not readily align itself with the purpose of the new culture, with the great end of all real education, adaptation.

1420. **Kreuzpointner, Paul.** Corporation schools and their aims. American school board journal, 55: 30, 80, September 1917.

1421. **Lange, Alexis F.** New wine in new bottles. Manual training magazine, 19: 9–12, September 1917.

Address presented at the Manual arts section of the California teachers' association.

The education of children for social efficiency by reshaping traditional arrangements to meet the new needs of vocational education.

1422. **National society for the promotion of industrial education.** War demands for industrial training. New York city, August 1917. 40 p. 8°.

CONTENTS.—The situation.—Responsibility of the industries for training needed workers.—What some industrial plants are doing in emergency training.—The contribution industrial schools can make for emergency training.—Industrial schools and the branches of military service.—What some industrial and technical schools are doing for emergency training.—Items of interest.

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VOCATIONAL GUIDANCE.

1423. **American association of public employment offices.** Proceedings of the fourth annual meeting . . . Buffalo, N. Y., July 20 and 21, 1916. Washington, Government printing office, 1917. 92 p. 8°. (U. S. Bureau of labor statistics. Employment and unemployment series, no. 6.)

Contains: 1. A. E. Dodd: Vocational education and juvenile placement departments, p. 46–51. 2. W. W. Zurbrick: Vocational guidance as a public-school function, p. 52–55. 3. Rachel Gallagher: Vocational guidance and the juvenile placement work of a public labor exchange, p. 56–58. 4. G. D. Halsey: Cooperation between employers and the schools in vocational guidance, p. 59–66.

AGRICULTURAL EDUCATION, HOME ECONOMICS.

1424. **Goddard, H. N.** Results achieved in secondary agriculture and methods pursued in actual practice. Wisconsin journal of education, 49: 185–92, September 1917.

1425. **Roger, Maurice.** Les écoliers et la production agricole. Revue pédagogique, 70: 565–95, June 1917.

Gives the administration and results of the agricultural work of the French school children.

1426. **Talbot, Anna Hedges.** Red cross work in New York public schools. Outlook, 117: 14, September 5, 1917.

PROFESSIONAL EDUCATION.

1427. **Burgess, Elizabeth.** Conditions which will aid the instructor to render her best service. American journal of nursing, 17: 1182–87, September 1917.

Read at the twentieth annual convention of the American nurses' association, May 1, 1917.

The value of an instructor of nurses and the conditions that are conducive to the best service.

1428. **Hicks, Frederick C.** The teaching of legal bibliography. Educational review, 54: 164–76, September 1917.

Raises questions for discussion on the administration and problems of teaching legal bibliography.

1429. **Morris, George M.** Wentworth institute: its part in training army engineers. Manual training magazine, 19: 4–8, September 1917.

Describes the recent work of Wentworth institute, Boston, Mass., which affords an example of the adaptation of a trade school's resources to the needs of war in training men for engineering service in the army.

1430. **Strong, Anne Hervey.** Teaching problems of public health instructors. American journal of nursing, 17: 1188–92, September 1917.

Read at the twentieth annual convention of the American nurses' association, May 1, 1917.

1431. **Suhrie, Ambrose L.** Teaching in the hospital and the public health service. American journal of nursing, 17: 1176–82, September 1917.

Read at the twentieth annual convention of the American nurses' association, May 1, 1917.

How nurses may become more effective teachers in all public and private relations and how they may so master the principles of educational psychology and acquire the technique of good teaching as to increase their resourcefulness, etc.

CIVIC EDUCATION.

1432. **Dawson, Edgar.** A political generalization. History teacher's magazine, 8: 222–26, September 1917.

Suggests a method of treating the subject of organization of administration in an elementary course in government for college students.

1433. **Lewis, Mabel R.**, *comp.* Practical training for public service: a bibliography. Public servant, 2: 225–36, June–September 1917.

1434. **Moore, Harry H.** The youth and the nation; a guide to service. With an introduction by Samuel McCune Lindsay. New York, The Macmillan company, 1917. 179 p. illus. 12°.

"An attempt to arouse a wholesome interest among young men and older boys of college and high school age in modern social evils, to show them how men have combated these evils, and to suggest vocational opportunities in the warfare against them."

1435. **Robinson, Frederick B.** The New York idea. School and society, 6: 218–21, August 25, 1917.

Read at the third annual conference, National university extension association. Pittsburgh, April 11, 1917.

The New York idea of training persons already in the public service through the cooperation of the city's college and the city's government.

1436. **Wile, Ira S.** Civics in the schools. School and society, 6: 311–16, September 15, 1917.

Read May 28, 1917, at Conference on civics under auspices of the Civic club of New York.

SCHOOLS FOR MAIMED SOLDIERS.

1437. **McMurtrie, Douglas C.** The war cripple. New York, Division of intelligence and publicity of Columbia university, 1917. 28 p. 16°. (Columbia war papers, series I, no. 17)

EDUCATION OF WOMEN.

1438. **Women's intercollegiate association for student government.** Proceedings of the conference . . . tenth annual meeting, Mount Holyoke college, November 17–18, 1916. 35 p. 8°.

Contains: 1. Quiet regulations.—2. Dormitory regulations.—3. Penalties.—4. Student representation on matters of curriculum.—5. Methods of raising funds.—6. Publicity.—7. The honor system.—8. Social life.—9. Possibilities of future expansion of student government.

1439. **Charter, Lena M.** Science for girls. West Virginia school journal and educator, 46: 143–44, September 1917.

Inquiries into the particular aim of the science course for the high school girl.

1440. **Dearborn, George V. N.** College girls and marriage. School and society, 6: 143–44, August 4, 1917.

A reply to Roswell H. Johnson's remarks in School and society for June 9, 1917, on Prof. Laura E. Lockwood's article "College women as wives and mothers."

1441. **Orne, Harriet.** Should a college girl think? Independent, 91: 394–97, September 8, 1917.

The second article in "The gap between two generations."

1442. **Tuttle, Margaretta.** College and marriage. Good housekeeping, 65: 36–37, 141, 142, 145, 146, 149, 150, September 1917.

Reasons for sending a girl to college.

NEGRO EDUCATION.

1443. **Edwards, Thomas J.** Helping negro boys in Virginia. Southern workman, 46: 490–99, September 1917. illus.

Excerpts from address delivered before the Virginia conference of charities and correction, Staunton, Va., 1917, on the work of the Negro reformatory at Broadneck farm, Hanover county, Va.

1444. **Hemphill, J. C.** Problems of negro education. North American review, 206: 436–45, September 1917.

Discusses the report of Dr. Thomas Jesse Jones of the Bureau of education on negro education.

EXCEPTIONAL CHILDREN.

1445. **Convention of American instructors of the deaf.** Papers at the twenty-first meeting, June 29–July 3, 1917. American annals of the deaf, 62: 275–364, September 1917.

Contains: 1. A. L. E. Crouter: The training of teachers of the deaf, p. 293–304. 2. E. H. Currier: The why of the military, p. 305–7. 3. S. G. Davidson: Some observations on language methods, p. 308–20. 4. J. D. Wright: The partially deaf child, p. 321–29. 5. Hannah L. Mathews: Physical education for the deaf, p. 330–36. 6. C. R. Ely: Gallaudet college and vocational training, p. 337–43. 7. Martha E. Bruhn: The Müller-Walle method of lip-reading, p. 353–64.

1446. **Anderson, V. V.** A comparative study of feeble-mindedness and pyschopathic personality among offenders in court. Boston medical journal, 177: 210–13, August 16, 1917.

Writer makes a comparison of feeble-mindedness and psychopathic personality under six main heads: 1. Grade reached in school; 2. Industrial efficiency.; 3. Number of arrests; 4. Probation; 5. Penal treatment; 6. Mentality.

1447. **Burt, Cyril L.** Educative convalescence. Child (London) 7:557–64, August 1917. illus.

Describes the work of the Heritage craft schools for cripples at Chailey, Sussex, England.

1448. **Derrick, Calvin.** Self-government. Survey, 38:473–79, September 1, 1917. illus.

A successful experiment in self-government at the Ione reformatory, Ione, Cal., otherwise known as the Preston school of industry.

1449. **Lane, Winthrop D.** Making the war safe for childhood. V.—Delinquency in war-time. Survey, 38:451–54, August 25, 1917.

Fifth article of series. For earlier installments see Survey for August 4 and 11.

1450. **Lundberg, Emma O.** A social study of mental defectives in New Castle county, Delaware. Washington, Government printing office, 1917. 38p. 8°. (U. S. Children's bureau. Dependent, defective and delinquent classes series no. 3)

1451. **McCready, E. Bosworth.** Physical and mental variations in school children, or, Paedology and its relation to pedagogy. Education, 38: 1–13, September 1917.

1452. **Taft, Jessie.** Fortifying the child against mental disease. American education, 21:12–17, September 1917.

What the teacher can do to avert mental disaster in her pupils.

1453. **Tillinghast, E. S.** The oral method of education of the deaf. Volta review, 19:457–62, September 1917.

Read at the Portland, Oreg., meeting of the National education association, July, 1917.

1454. **Wright, John D.** The partially deaf child: a school problem. Volta review, 19:449–52, September 1917.

Read at the twenty-first meeting of the Convention of American instructors of the deaf, Hartford, Conn., June 29 to July 4, 1917.

EDUCATION EXTENSION.

1455. **Bogardus, Emory S.** The night school and the adult immigrant. Western journal of education, 23:2–3, August 1917.

A study of 140 representative adult immigrants in the night schools of the city of Los Angeles.

LIBRARIES AND READING.

1456. **Bostwick, Arthur E.** The American public library. New ed. New York and London, D. Appleton and company, 1917. 396p. illus. 12°.

1457. **Brown, Walter L.** The changing public. School and society, 6:1–6, July 7, 1917.

Also in Library journal, 42:587–91, August, 1917: in part in Public libraries, 22:299–301, October 1917.

Presidential address before the American library association, Louisville, June 22, 1917.

The public library and its work.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1458. Agricultural and mechanical colleges, 1915–16; by Benjamin F. Andrews. Washington, 1917. 47p. (Circular)

1459. Bibliography of school lunches; comp. by Lucy Condell. Washington, 1917. 25p. (Circular)

1460. The Conference on training for foreign service called by the Commissioner of education of the United States and held in the city of Washington, December 31, 1915. By Glen Levin Swiggett. Washington, 1917. 67p. (Bulletin, 1917, no. 37)

1461. Current practice in city school administration; by W. S. Deffenbaugh. Washington, 1917. 98p. (Bulletin, 1917, no. 8)

1462. Demand for vocational education in the countries at war; by Anna Tolman Smith. Washington, 1917. 16p. (Bulletin, 1917, no. 36)

1463. Higher technical education in foreign countries. Standards and scope. Prepared by Anna Tolman Smith and W. S. Jesien. Washington, 1917. 121p. plates. (Bulletin, 1917, no. 11)

1464. History of public school education in Delaware; by Stephen B. Weeks. Washington, 1917. 181p. (Bulletin, 1917, no. 18)

1465. Home economics teaching under present economic conditions. Washington, 1917. 11p. (Circular, September 5, 1917)

1466. Lessons in community and national life. Washington, 1917. 3 pamphlets. (Community leaflet, nos. 1–3)

No. 1. Section A—Designed for use in the upper classes of the high school. Lesson A–1. Some fundamental aspects of social organization. 32p.

No. 2. Section B—Designed for use in the upper grades of elementary schools and the first year of the high school. Lesson B–1. The effect of war on commerce in nitrate. 32p.

No. 3. Section C—Designed for use in the intermediate grades. Lesson C–1. The war and aeroplanes. 32p.

1467. Medical inspection of schools in Great Britain; by E. L. Roberts. Washington, 1917. 69p. illus. (Bulletin, 1916, no. 49)

1468. Opportunities for history teachers. The lessons of the great war in the classroom. By the National board for historical service. Washington, 1917. 22p. (Teachers' leaflet no. 1)

1469. Organizing kindergartens in city school systems. Washington, 1917. 5p. (Kindergarten education circular, 1917, no. 2)

1470. School extension statistics; by Clarence Arthur Perry. Washington, 1917. 30p. (Bulletin, 1917, no. 30)

1471. The work of American colleges and universities during the war. Contribution of higher institutions to the war and to reconstruction. Washington, 1917. 6p. (Circular no. 4, August 30, 1917)

1472. The work of American colleges and universities during the war. Report of a joint conference of the education section of the Committee on engineering and education of the advisory commission of the Council of national defense and a Commission representing the universities of Canada, held at Washington, July 3 and 4, 1917. Washington, 1917. 6p. (Higher education circular, 1917, no. 3)

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